

EDC431 Field Reflection Log: the **ALACT model of reflection.**

During your field participation (pre-student teaching) I ask you to begin to learn how to systematically reflect on your work as a teacher. You will do this more intensely during student teaching.

I ask you to complete three reflections during this semester: One after about 2-3 weeks in the field, a second after about 5-6 weeks in the field, and a third after about 8-9 weeks in the field. I have prepared an MS-Word template file for your use. Submit your reflections electronically to me as an e-mail attachment in the week it is due, no later than the Friday of that week. I will provide you feedback right in the file and send it back to you so you can learn and improve the quality of your reflections. I will also provide you with an excellent example of a reflection.

Each reflection submitted is valued at 10 points. You earn these points by doing the assignment and by making good use of my feedback. The rubric is simple then: You either earn 10 or 0 points; either you did it or not.

On the next page I explain the framework that I want you to use for reflecting on events that strike you and are important to reflect on and learn about during pre-student teaching. I am not prescriptive about what you should reflect on, but generally reflection is needed in situations that are problematic for you or that perplex you and for which you feel you would need an alternative approach. Only you can decide what is of concern to you.

Kees.

1. **A**ction and **L**ooking back:

Reflection is a useful tool that assist you in looking back at an event that somehow became important to you. Reflection always follows some sort of an **Action** in which you were involved or which you observed. The first step is to start **Looking back** at this action. It is useful to consider the following questions in your field reflection log to facilitate this looking back:

Action: Begin by describing the context of the action (e.g. The situation occurred in a seventh grade class on a hot day during 7th period. It was stuffy in the class and the students had just returned from lunch... etc.) Note: **Be descriptive here. Try not to be judgmental here.**

Looking Back:

W ANTING	What did you/the teacher want in this situation?	What did the children/students want in this situation?
A CTING	What did you/the teacher do in this situation?	What did the children/students do in this situation?
F EELING	What did you/the teacher feel in this situation?	What did the children/students feel in this situation?
T HINKING	What was your/the teacher's thought processes in this situation?	What were the children's/students' thought processes in this situation?
W A F T	How are your responses to the questions in the left column related to those in the right column?	

2. **A**wareness:

After completing step 1 (Looking back), what can you say right now is at the heart of the problem in the situation you described. In looking back what really was going on that needs to be addressed?

3. **C**onstruct Alternatives:

Try to develop some ideas for how you/the teacher might deal with a similar situation when it occurs again. In other words, try to develop one or more alternative ways of handling the situation. You may wish to review research literature on practices that seem to address the situation you are trying to improve. You may look for resources on the Internet or consult with your cooperating teacher.

4. **T**rial

If possible try out the alternative that seems most promising and return to step 1 to go through the reflection cycle once more.

(Adapted from Korthagen, 2001.)